



Heathfield Knoll School

Relationships Education (Primary) Policy

This policy is supported and complemented by the following policies:

- PSHE
- RSE (Secondary) Policy
- Anti-bullying
- Code of Conduct
- Curriculum
- Equal Opportunities
- FGM
- Pupil Mental Health and Wellbeing
- Safeguarding and Child Protection

Key personnel:

Headteacher	DDSL	Lawrence Collins
Deputy Headteacher	DDSL	Emma White
Head of Wellbeing	DSL	Teresa Stooksbury
PSHE/Careers Coordinator		Jane Kendrick
KS2 Lead		Charlie Pollard

This document is reviewed at least annually by Jane Kendrick or as events change or legislation requires. This is then approved by the Governing Board.

The Governors have the skills to support and advise the school in its decision making.

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Next review due: June 2027



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1. Introduction

This policy explains the nature of Relationships Education for Primary pupils at Heathfield Knoll School.

This policy is aligned with the statutory guidance set out by the DfE: [chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf)

The statutory guidance states that Relationships Education should be provided by all schools offering Primary education. Relationships and Sex Education (RSE) should be provided in all schools offering a Secondary education. As an all-through school, and for the purposes of administration and management, this policy refers to the Relationships Education provided to our Primary pupils. Please refer to the RSE (Secondary) policy for further information about our Secondary RSE curriculum.

The policy can also be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

We take a cross-curricular approach to teaching and learning in the Primary phase. This means that some Relationships Education will be incorporated into other areas of our curriculum, such as Humanities lessons, Computing lessons, English lessons, and Guided Reading lessons. Some elements of Relationships Education are also taught in Science, particularly the naming of main external body parts, the human body as

it develops from birth to old age (including puberty), and reproduction in some plants and animals.

However, like many schools, we also choose to explicitly teach the statutory topics of Relationships Education in PSHE lessons, to ensure the necessary breadth and depth of coverage of the Relationships Education curriculum. We take a similarly cross-curricular approach to the delivery of British Values, which are woven throughout our curriculum subjects but also taught explicitly within PSHE lessons.

1a. A whole-school approach

At Heathfield Knoll School, we adopt a whole-school approach, which means building a safe, supportive and inclusive school environment in which young people, teachers, parents and carers, governors and the local community all work together to promote healthy relationships across all aspects of school life.

2. What is Relationships Education?

"The focus [of Relationships Education] in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

(DfE Statutory Guidance)

Specific details of our Relationships Education curriculum can be found in the 'Topics' section below.

3. Aims

The overall aim of Primary Relationships Education at Heathfield Knoll School is to help children develop their character, including mental wellbeing, sense of purpose, and independence, allowing them to become strong adults.

We plan the delivery of Relationships Education to:

- give pupils access to honest, reliable and inclusive information.
 - *Children have greater access than ever to misinformation through the internet, social media and peers. It is our aim as a school to address these misconceptions in a safe environment where mutual trust is paramount.*
- challenge misconceptions in a sensitive, respectful way.
- teach pupils what is acceptable and unacceptable behaviour in relationships, both in person and online.
 - *pupils will understand the positive effects that good relationships have on their mental well-being and be able to identify when relationships are not right and understand how such situations can be managed.*

- prepare our pupils to understand how to develop safe, fulfilling and healthy relationships.
- teach the relevant points of law in a factual way so that pupils are clear on their rights and responsibilities as citizens.
- provide a framework for open and sensitive communication to take place.
- ensure that children have the emotional and developmental readiness to access the Relationships and Sex Education (RSE) curriculum in the Secondary years.

Topics

Please refer to our Primary PSHE and Relationships Education Curriculum Map for topics that also recur in the Primary PSHE curriculum. As already stated, the two subjects are intrinsically linked. The PSHE and Relationships Education Curriculum Map also makes links between topics and E-Safety. The objectives below specifically refer to the Relationships Education curriculum. The PSHE Association Programme of Study informs our objectives.

4a. Age 5 to 6 (Year 1)

By the end of Year 1, children will be able to:

- Understand that changes happen as we grow - whether we want them to or not - and that this is okay.
- Recognise that growing up is a natural process and that everyone grows at a different rate.
- Explain appropriate and inappropriate touch (utilising the Let's Talk PANTS NSPCC resources).
- Respect their bodies and understand which parts are private.
- Name and label body parts (including the penis and vagina) and be able to say which body parts are associated with the different senses.
- Enjoy learning new things about themselves.

4b. Age 6 to 7 (Year 2)

By the end of Year 2, children will be able to:

- Understand that they have choices, exploring ideas of good and bad, right and wrong, and uncertain.
- Understand that there are some changes outside of their control, and recognise how they feel about this.
- Understand that animals, including humans, have babies that grow into adults.
- Know the names of more parts of their bodies (including penis, testicles and vagina).
- Know that they have rights over their own bodies (Let's Talk PANTS NSPCC resources).
- Know when to keep a secret and when to tell.
- Identify people they respect who are older.
- Feel proud about becoming more independent.

- Feel confident to discuss their likes and dislikes.
- Reflect on how they have changed since starting school.

4c. Age 7 to 8 (Year 3)

By the end of Year 3, children will be able to:

- Respect other people's feelings, decisions, rights and bodies.
- Recognise the difference between males and females, including body parts.
- Know they have the right to protect their bodies from unwanted contact (Let's Talk PANTS NSPCC resources).
- Express how they feel when they see babies or baby animals.
- Express how they might feel if they had a new baby in their family.
- Recognise how they feel about changes happening to them and know how to cope with the feelings associated with change.
- Express how they feel when their ideas are challenged, and be aware that they might have to change their ideas sometimes.

4d. Age 8 to 9 (Year 4)

By the end of Year 4, children will be able to:

- Understand what families are, and what family members expect of each other.
- Have an understanding of different types of relationships and families.
- Recognise skills needed for relationships, such as listening, supporting, and showing care.
- Know the main stages of the human life cycle (baby, toddler, child, adolescent, adult, elderly adult).
- Understand that having a baby is a personal choice.
- Identify some basic facts about puberty, reproduction and pregnancy.
- Gain strategies to help them cope with the emotional and physical changes they will experience during puberty.
- Express my fears and concerns about changes that are outside my control and manage them in a positive manner.
- Make changes for their own benefit.
- Appreciate that they are a totally unique human being.

4e. Age 9 to 10 (Year 5)

By the end of Year 5, children will be able to:

- Consider and discuss gender stereotyping.
- Know how changes at puberty affect the body in relation to personal hygiene.
- Know ways to get help and emotional support during puberty.
- Know that body changes are a preparation for sexual maturity, including menstruation and wet dreams.
- Discuss and ask questions in supportive, safe, single-sex groups.

4f. Age 10 to 11 (Year 6)

By the end of Year 6, children will be able to:

- Consider forming new relationships as you get older.
- Understand the responsibilities attached to parenthood.
- Know that they have a right to choose whether to get married and, if they do, to be able to choose who they get married to.
- Have an awareness that human sexuality is expressed in many different ways.
- Explore the fundamental themes within LGBTQIA+ rights, including same-sex marriage.

5. Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for the Relationships Education curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. If asked a question of this nature, class teachers will encourage pupils to have open and honest conversations with their parents at home. Class teachers may also inform parents as appropriate. Concerning questions of a safeguarding nature, class teachers will report them on MyConcern, in accordance with our usual safeguarding procedures.

6. Monitoring and evaluation

The PSHE coordinator **and/or KS Lead** will conduct observations of PSHE lessons, and pupils' exercise books will be reviewed at the end of the academic year.

Staff in Key Stage One and Two record weekly pastoral notes about pupils, which are shared with the DSL, the SEND Team, senior management, and other staff members as appropriate. This process ensures that staff are well-informed about pastoral issues concerning the children they work with. Pastoral notes can influence PSHE lessons as needed, and vice versa. Key Stage Leads have oversight of all weekly pastoral notes from a monitoring perspective.

7. Clarification on why parents do not have the right to withdraw their child

Parents have the right to request that their child be excused (withdrawn) from some or all of sex education delivered as part of statutory Secondary RSE. Please refer to our Secondary RSE policy for further information about this process.

There is no right to withdraw from Relationships Education or PSHE in the Primary years. Parents also do not have the right to withdraw their child from learning about reproduction in animals, as part of the statutory Primary Science Programme of Study.

8. Relationships Education and SEND

At Heathfield Knoll School, we ensure that our teaching is sensitive, age-appropriate, and developmentally suitable for all pupils. This may involve adapting and personalising topics or resources to meet the specific needs of pupils with SEND. Class teachers and the PSHE Coordinator remain mindful of the SEND Code of Practice. High-quality, personalised teaching is delivered in all classes as a standard expectation, catering to the needs of each group of pupils.

9. Lesbian, Gay, Bisexual and Transgender (LGBT)

According to statutory guidance, when schools deem it appropriate to teach pupils about LGBT topics, this content should be fully integrated into the curriculum rather than taught as a separate unit or lesson. At Heathfield Knoll School, the concept of same-sex marriage and relationships is introduced to Year 6 pupils during the summer term (please see 'Topics', detailed above). The Year 6 teacher, **in collaboration with the KS Lead**, should ensure that additional cross-curricular links related to this topic are explored throughout the summer term in Year 6.

10. Legal obligations

We are required to comply with relevant requirements of the Equality Act 2010, in particular, the Public Sector Equality Duty (PSED - section 149 of the Equality Act). Under these provisions, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for PSHE and Relationships Education.

11. Use of materials (working with parents and carers)

We predominantly use the Unifrog Resources in Key Stages 1 and 2. During face-to-face consultations, parents and carers will be provided with examples of our resources, allowing them to continue classroom conversations at home.



This policy is shared with parents and is available on our website for review. We welcome comments, queries and feedback from parents and carers.

12. Amendments to the policy

Sep 24	New policy to more clearly reflect differences between primary and secondary years in RE and RSE.	L. Ashley
Oct 24	Change to company name	T. Stooksbury
June 25	Changes to staffing. Addition of Unifrog resources.	J. Kendrick
August 26	Amendments to Policy	J Kendrick and C. Pollard